

***Knowledge and
Employability Courses
Policy 1.4.2***

2006

KNOWLEDGE AND EMPLOYABILITY COURSES POLICY 1.4.2

BACKGROUND

Consultations with education stakeholders from throughout the province indicated support for the Integrated Occupational Program (IOP). Stakeholders acknowledged the effectiveness of IOP courses in serving the needs of students who benefit from a level of courses that make connections between schooling, everyday experiences and future choices. Consultation participants recommended that IOP policy and courses be revised.

In response to provincial consultation, the Integrated Occupational Program (IOP) policy was revised to:

- reflect a series of courses to meet the needs of individual students by providing opportunities for students to take a variety of courses, transition to other courses and take courses at the student's highest level
- change credit/time allocations from 3, 5 or 10 credits to 5 credits to increase consistency with other courses
- provide additional criteria for enrolling students
- change the name from Integrated Occupational Program to Knowledge and Employability courses.

In addition to revising policy, programs of study were revised, new resources were authorized and new Grade 9 Provincial Achievement Tests were developed.

POLICY

School authorities may offer Knowledge and Employability courses in order to provide students who meet the criteria with opportunities to experience success and become well prepared for employment, further studies, citizenship and lifelong learning.

ADDITIONAL DEFINITIONS

'Assessment' is the ongoing process of collecting information about students using a number of formal and informal methods across a variety of domains relevant to performance (behavioural, communicational, intellectual, learning characteristics) to develop and implement appropriate programming to support student learning.

'Practical applications' enhance experiences by connecting in-school learning to the home, community and workplace; facilitate successful transitions from school to the workplace through hands-on, activity-based, on- and off-campus experiences; and may be provided through a variety of community partnerships including mentorship, job shadowing, field trips, guest speakers and Work Experience courses.

POLICY PROCEDURES

School boards and authorities shall:

- 1 develop, keep current and implement written policy and procedures consistent with provincial policy and procedures;

School boards and authorities shall:

- 2 ensure that students are
 - a) enrolled in courses appropriate to their highest level of achievement
 - b) encouraged to achieve:
 - i) a Certificate of High School Achievement when they successfully complete 80 credits in an appropriate combination of Knowledge and Employability and other courses, and/or
 - ii) an Alberta High School Diploma where provincial requirements have been met;
- 3 ensure that enrollment of students is in accordance with the processes below:
 - a) is based on past performance in a variety of recorded and documented standardized and classroom assessments
 - b) includes annual written consent of the student and, if student is under the age of 16 years, parents/guardians
 - c) includes consultation with the student, the student's parents/guardians, teachers, counsellors and other staff:
 - i) to inform the student and parents/guardians about the philosophy, goals and nature of the courses
 - ii) to inform the student and parents/guardians about attainable transitions to secondary, post-secondary and workplace opportunities
 - iii) to create a written plan that
 - clearly states the student's goals, and
 - maps and tracks courses needed to achieve those goals;
- 4 ensure that students are identified, assessed and enrolled in accordance with provincial criteria below:
 - a) student is a minimum age of 12 years 6 months
 - b) student's goals:
 - i) include succeeding in school to become better prepared for the workplace and/or other secondary/post-secondary opportunities, and
 - ii) parallel the philosophy, rationale, goals and outcomes of the courses
 - c) student's assessments indicate:
 - i) strengths, needs and abilities will be appropriately addressed and enhanced through enrollment in one or more of the courses
 - ii) achievement of success through learning activities that
 - focus on reading, writing and mathematical literacy in everyday living and occupational contexts, and
 - provide practical applications and connections to the home, community and workplace
 - d) students with some identified special education needs may be enrolled in one or more of the courses:
 - i) if the courses are consistent with their individual goals, abilities and needs and are deemed the most appropriate course(s), and
 - ii) if the programming for these students with special needs meets the requirements outlined in the *Standards for Special Education, Amended June 2004*;
- 5 ensure that when students are involved in off-campus activities through occupational and other courses, the requirements included in the *Guide to Education: ECS to Grade 12*, the *Off-campus Education Policy* and the *Off-campus Education Guide for Administrators, Counsellors and Teachers*, 2000 are met.

References

Guide to Education: ECS to Grade 12

<http://www.education.gov.ab.ca/educationguide/guide.asp>

Off-campus Education Guide for Administrators, Counsellors and Teachers

http://www.education.gov.ab.ca/k_12/curriculum/offcampus.pdf

Off-Campus Education Policy

<http://www.education.gov.ab.ca/educationguide/pol-plan/polregs/adobe/1.4.3.pdf>

Standards for Special Education, Amended June 2004

<http://www.education.gov.ab.ca/educationguide/pol-plan/polregs/423.asp>